

imprints

The Newsletter of Literacy BC

Adjusting our Vision of Literacy and Learning in BC

By Stacey Huget, Special Projects Consultant, Literacy BC

It's been more than a decade since 1990 was declared the International Year of Literacy and since our own Provincial Literacy Advisory Committee (PLAC) tabled recommendations to the Government of BC for strengthening literacy programs and strategies in the province.

In the interim, much has been accomplished. Changes in government policies have been implemented. Funding has been increased. New programs have been initiated. And people with literacy challenges have reached out for learning opportunities.

Still, the 1994 International Adult Literacy Survey and more recent studies have raised questions about how much has concretely been achieved in the literacy field. Issues around awareness, program activities, delivery strategies, policy directions, leadership, and sustainability – and how best to address them – continue to challenge us.

During 2000 and 2001, in an effort to gain traction on some of these issues and questions, Literacy BC engaged some 675 people from more than 40 communities throughout BC in an in-depth consultation. Using independent consultants and a series of telephone surveys, focus groups, conference workshops, and in-person interviews, the process involved:

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- ❖ representatives from school districts, colleges, alternative schools, and Community Skills Centers
- ❖ family, adult, and workforce literacy practitioners
- ❖ community development workers
- ❖ industry representatives, both from business and organized labour
- ❖ government representatives from the BC Ministries of Education; Advanced Education; Social Development and Economic Security (now Human Resources); Children and Families; and Human Resources Development Canada
- ❖ representatives of the Industry Training and Apprenticeship Commission and of Forest Renewal BC
- ❖ First Nations peoples

Throughout the consultation process, these groups were asked difficult questions. Their responses were recorded and synthesized as fairly and clearly as possible. In March of 2002, a report on the outcomes of this province-wide consultation – entitled *The Big Picture Up Close: Literacy and Learning in BC* – was released and distributed. In addition to

summarizing the many recurring themes that arose from this consultation, the report tabled twenty recommendations intended to contribute to the development of a long term strategic plan for literacy and learning in BC. At their briefest, these recommendations can be summarized as follows:

1. Continue benchmarking awareness about literacy...
2. Be diligent in our approach to collecting, promoting, and using IALS data...
3. Reconcile the “disconnects” in our own definitions of literacy...
4. Position the issue as “literacy and lifelong learning”...
5. Develop and implement a comprehensive and integrated communication strategy...
6. Fully embrace and accommodate the complexity of literacy issues in our messaging...
7. Support the traditional education system in undertaking necessary reforms...
8. Provide traditional education institutions the necessary resources to do their job...

9. Acknowledge the contribution of non-traditional learning models...

10. Acknowledge the need for and merit of multiple programming strategies...

11. Create stronger linkages between different providers and strategies...

12. Increase activity in literacy for First Nations, “at risk” teens, and those in the workforce...

13. Continue to promote and implement a learner-centered approach...

14. Foster inter-ministerial collaboration on literacy and related issues...

15. Promote inter-agency cooperation on literacy and related issues at the community level...

16. Acknowledge and respect the diversity of our communities...

17. Initiate and support strategies that foster “learning communities” in BC...

18. Develop integrated and realistic funding strategies – both federally and provincially...

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19. Collaborate on meaningful accountability models...

20. Create incentives for private sector investment in literacy and lifelong learning...

Not surprisingly, many of these recommendations dovetail with and reinforce the findings and strategies outlined in PLAC, IALS, and other research – particularly those that are the most complex to address and implement. What is surprising is the relative consensus with which a diverse group of British Columbians endorse the need to forge ahead.

In his forward to *The Big Picture Up Close*, Paul Gallagher of Gallagher and Associates asks a key question for all of us.

"So, what now? Like many other readers, I have stacks of excellent reports sitting on my shelves, untouched after a first or second reading. What a shame it would be if this report were to get the same treatment! This report cries out for implementation – for action – for urgent action – and that will be a special challenge especially in these severe economic times in this province.

I urge all of us individually to ask: What can I do to follow up on the recommendations contained in this report? I urge all of us collectively to ask: What can we do together to make this consultation process truly meaningful and of practical and lasting benefit to British Columbians?"

We at Literacy BC are committed to ensuring Paul's questions do not go unanswered. We encourage all of our readers, members, and other interested groups and individuals to participate in shaping a vision for literacy and learning in BC based on the outcomes of this consultation. We invite everyone to read *The Big Picture Up Close* and to send us ideas and suggestions for further research, discussion forums, and action-based strategies that, together, will help make each of these 20 recommendations a reality.

View *The Big Picture Up Close* on our web site:
www.literacy.bc.ca

Or request a hard copy, free of charge, from Literacy BC.
Phone: 1-800-663-1293
toll-free in BC or
604-684-0624
Email: info@literacy.bc.ca

Movement for Canadian Literacy Call to Action!

www.literacy.ca

National Literacy Action Agenda

MCL has produced a discussion guide on the **National Literacy Action Agenda**. This guide invites the literacy community to comment on the priorities and goals MCL has assembled from various consultations and discussions over the past few years. The guide is on the MCL web site and you can find it in month's edition of *literacy.ca* (inserted with this newsletter).



Literacy Action Campaign 2002: Call to Action

Fall 2002 promises some important opportunities to move adult literacy in Canada ahead by a giant step. Skills and Learning are an important part of the Innovation Agenda the federal government has been working on since early 2001. MCL has also been working hard to see that adult literacy has the place it deserves in a National Skills and Learning Strategy for all Canadians. Check out the MCL web site for ideas and resources to help you participate in the **Literacy Action Campaign 2002**.



Saying Goodbye to the *Bulletin*

After thirteen fruitful years, the *Literacy Materials Bulletin* is winding down with Issue #26. The hard work and commitment of the many volunteer committee members over the years created a valued and much used publication, leaving a documented legacy of exemplary adult literacy resources. The *Literacy Materials Bulletin* collection at Literacy BC has more than 650 items, including books, videos, and software.

In the last issue, all the *Bulletin* editors reflect on their experiences with the Literacy Materials Committee. The editors are:

- Joan Acosta, Capilano College, editor from 1989 – 1992
- Laurie Gould, Vancouver Community College, editor from 1992 – 1995
- Helen Thomas, Victoria READ Society, editor from 1995 – 1998
- Evelyn Battell, Malaspina University-College, editor from 1998 – 2001
- Debbie Booth-Johnson, Victoria READ Society, editor from 2001 - 2002

We at Literacy BC would like to express our appreciation to the editors and all the committee members over the years, for your contributions in creating a valuable professional guide to the selection of quality literacy materials.



As a farewell activity, the *LMB* Committee has produced an “*LMB* Selection” sticker to place on copies of the *LMB* titles held at the Literacy BC Resource Centre. This sticker clearly indicates that the title has been field-tested and reviewed in the *LMB*.

The 26th and final edition of the *Literacy Materials Bulletin* reviews 13 quality resources.

Titles reviewed in *Literacy Materials Bulletin* #26 (Fall 2002)

- *Caged Eagles*
- *Chandler's Mill*
- *Purple Destiny*
- *The Horse Whisperer*
- *While the Meter was Running*
- *Okanagan History Vignettes*
- *Great Crimes*
- *Consumer Aware Magazine*
- *A View from My Window*
- *Conquering Test Writing Anxiety*
- Exploring Memory, Finding Meaning Readers
 - *Struggling with My Soul*
 - *No Longer Running*
 - *Memories of a Fisherman's Daughter*
 - *In My Father's Footsteps*
- *Learning about Participatory Approaches in Adult Education*
- *The NESA Activities Handbook for Native and Multicultural Classrooms*

All these materials are available on loan from Literacy BC. Most of the resources reviewed in the past 13 years are also available for circulation. You can borrow items individually or in sets for up to five weeks.

Contact:

Literacy BC

Phone: 1-800-663-1293 toll-free in BC

604-684-0624 in the Lower Mainland

Fax: 604-684-8520

Email: info@literacy.bc.ca

To enrol or not to enrol (That is the question): Nonparticipation in Literacy & Upgrading Programs: Results from a National Study

Despite the real impact of various outreach efforts, attracting potential learners to programs remains one of the most serious challenges facing the literacy field. Only a small fraction of adults with low literacy skill (somewhere between five and ten per cent) has ever enrolled in programs to improve [their] reading and writing.

In 2000, ABC CANADA undertook a two-stage, national research study to explore how potential learners interpret their own nonparticipation in programs, and to understand how nonparticipants perceive programs. The goal of this study is to help inform the outreach strategies of a wide range of groups, from those specializing in large-scale, multimedia campaigns, to small delivery organizations making decisions about how to reach this group.

In Stage One of the study, ABC CANADA worked with interviewers in 12 provinces and territories who conducted in-person interviews with 44 people across Canada who had never participated in an upgrading or literacy program. Stage Two of the study surveyed (by phone) a larger and more representative

group of 850 nonparticipants who have never attended a literacy or upgrading program or a high school credit course since leaving school without a diploma.

Main Findings

Stage One: Reasons for Nonparticipation

The Stage One interviews revealed that reasons for nonparticipation are highly contextual and interrelated. Most respondents indicated that there were transition points when they thought about the idea of attending a program. However, “diversionary” factors, such as life context and highly developed coping strategies, made the thought of upgrading seem irrelevant at different points in the life cycle. Intervening factors, reflecting the particular constraints of respondents’ lives, including economic factors, family and child care responsibilities and other structural barriers, all contributed to making formal educational programs seem unattainable. Respondents’ perceptions of what programs would be like and what would be expected of them were further deterrents. The perceptions of most respondents appeared to be firmly rooted in

early memories of school. Most spontaneously relayed stories from their early schooling, though they had not yet been asked about their school experiences in the interview.

Stage Two: Attitudes, Perceptions and Preferences

Approximately 60 per cent of the 850 individuals interviewed for Stage Two indicated that they were aware of programs in their communities where people could improve their reading, writing and math skills.

Close to 60 per cent of those interviewed had thought about the idea of taking upgrading or completing their high school diploma since leaving school early. Women are somewhat more concerned about money problems, and cite cognitive-emotive concerns more often than men.

Expectations of enrolling in an upgrading program or finishing a high school diploma are highest for those 18-24 years of age and drop off at about age 50. “Persisters,” those who had thought about taking an upgrading program or completing their high school diploma since leaving school and expect to take

one in the next five years, tend to be younger than “Discontinuers,” those who thought about it but don’t expect to do it in future. For those planning to attend a program in the next five years and for Discontinuers, there is a consistent hierarchy of concerns about taking a program: socioeconomic/circumstantial and program/policy related concerns generally rank higher than cognitive-emotive concerns. The two most highly ranked socioeconomic/circumstantial concerns revolve around money and conflict with paid employment, followed by the distance of the program being offered. The next most highly ranked set of concerns are program/policy related, including program length, level of difficulty, not being able to work at one’s own pace and relevance of program content. The highest cognitive-emotive factor is a general nervousness about attending a program.

The program format and location preferences of interviewees in this study are clear for those intending to take upgrading programs - one-on-one learning and learning in small 5-10 person groups are the preferred formats, and classrooms in educational institutions are the preferred locations. Although adult education programs must remain flexible and offer a wide range of possible formats and locations, the results of this study suggest that the favoured formats and

locations constitute the strongest pull factors related to programs.

Work and family-related reasons, and lack of interest are among the top factors in nonenrolment.

Suggested Outreach Strategies

The results of this study suggest that outreach strategies aimed at potential learners need to be multi-faceted, addressing program, structural and perceptual factors.

Strategies for dealing with socioeconomic/circumstantial factors associated with nonparticipation could include:

- ❖ Outreach to employers and unions to encourage their assistance in facilitating employee and member upgrading
- ❖ Attempts to find solutions to family responsibilities that include provision of childcare and eldercare and the potential for family participation in programs
- ❖ Providing ways to ease financial concerns through the development of income replacement programs and the offsetting of expenses.

It is also important to address the cognitive-emotive concerns that adult learners may have about programs, by acknowledging the nervousness and anxiety they may feel, developing ways to reassure

them and emphasizing success. It is particularly important to develop outreach materials aimed at potential learners that use positive images and speak to learners’ strengths. Programming and awareness work needs to reflect that programs are designed for adults of all ages and skill levels; they are friendly and safe places where people can learn at their own pace, usually free of charge. Ensuring a wide-range of program formats and small groups settings is also critical to increasing participation.

Excerpts from the larger study: Nonparticipation in Literacy & Upgrading Programs: A National Study, ABC CANADA, 2002. (Ellen Long, et al).

“To enrol or not to enrol (That is the question)” originally appeared in Literacy at Work, number 36, May 2002, and is reprinted with permission from ABC CANADA Literacy Foundation. www.abc-canada.org.

To order a copy of the full report, contact ABC CANADA at abc@corporate.southam.ca or borrow it from Literacy BC. Phone: 1-800-663-1293 Email: info@literacy.bc.ca

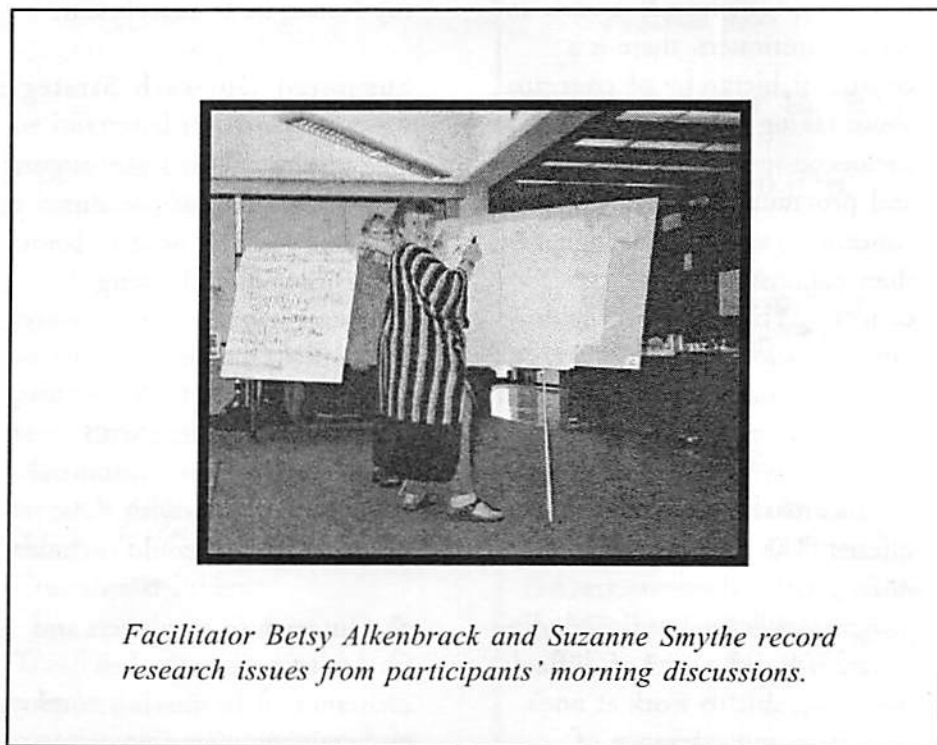
Practitioners gather for Research-in-Practice Pre-Conference

By Bonnie Soroke with Suzanne Smythe

The Adult Literacy Practitioner Research in Practice Pre-Conference was held on Sunday July 7, 2002 at the University of British Columbia. This one-day pre-conference brought together 52 people from across Canada, the US and the UK to meet and discuss adult literacy research in practice. The event streamed into, through and around a literacy conference, **Portraits of Literacy** held at UBC July 8-10, 2002. (See website: <http://www.pkp.ubc.ca/literacyconference/index.php>.)

The pre-conference was also a follow-up to the 2001 *Sowing Seeds and Bearing Blossoms Gathering on Literacy Research-in-Practice* held last July 25-27 in Edmonton, Alberta, and aimed to continue to exchange and reflect on the work of adult literacy educators and the why and the how of the learning we call research-in-practice. (See website: <http://www.nald.ca/ripal/index.htm>.)

Members of the pre-conference planning committee (Betsy Alkenbrack, Marina Niks, Suzanne Smythe, Bonnie Soroke, Pierre Walter) are literacy practitioners connected to UBC as graduate students or faculty. We were intent on involving pre-conference participants in the planning process, and also wanted



Facilitator Betsy Alkenbrack and Suzanne Smythe record research issues from participants' morning discussions.

the pre-conference to serve as a bridge to the **Portraits of Literacy** main conference. To this end, the pre-conference facilitator, Betsy Alkenbrack, started an early e-mail dialogue with all registrants about their ideas and expectations for the pre-conference. Registrants said they wanted to connect with other literacy educators, to learn more about the processes of literacy research and to talk through funding and policy issues facing the field. These ideas guided plans for the day.

Several pre-conference participants from BC and across Canada received funding from the

BC Adult Literacy Cost-Shared Program to travel to the **Portraits of Literacy** conference and present their research.

On the Sunday morning of the pre-conference, participants were greeted by the smell of coffee and an invitation from Bonnie Soroke to create their own name tags from an array of art materials. Ningwakwe – Priscilla George – a First Nations educator, writer and publisher opened the day with a ceremony and group song.

Participants then spent time creating visual exhibits in the form of posters, sculptures, and wall hangings to display their

research work. Over 30 posters were created, describing diverse research projects and contexts, from the literacy practices of elders in Newfoundland, to literacy issues among sex-trade workers in downtown Vancouver. After viewing the posters, people gathered into groups to listen and talk with others about their research and to identify common issues and themes. Report-back of these discussions was rather dramatic, complete with costumes and props borrowed from the snack table! Interestingly, each presentation centred on the theme of power, asking in creative ways what drives the research agenda in literacy education, and in whose interests.

After lunch the energy started flowing again with the help of Mary Norton, a literacy researcher and practitioner from Edmonton, who led the group with a few lively songs. People then moved into four discussion groups based on topics suggested by participants:

- ❖ Social Justice and Policy
- ❖ Electronic-Conferencing
- ❖ Art-Based Research Inquiry
- ❖ Maintaining Balance in Practitioner Research.

The day was full – of intriguing ideas and issues, of laughter, and of desire to continue conversations and networking about research-in-practice.

Full documentation of the pre-conference will be posted on a website this fall. Watch for the website address on The Hub and in future issues of the Literacy BC newsletter.



During the morning discussion groups, people took the opportunity to talk individually about their research.

The pre-conference was sponsored by:

The National Literacy Secretariat, Human Resources Development Canada and the British Columbia Ministry of Advanced Education

RiPAL Network with funding from the National Literacy Secretariat

BC Department of Language and Literacy Education

And additional support from:

Literacy BC

UBC Department of Educational Studies

The Coolie Verner Memorial Reading Room

Workshop: Demystifying the Research Process

By Marina Niks

Since 1999 the Centre for Curriculum, Transfer and Technology (C2T2) has sponsored Adult Literacy Research Training Workshops (through the BC Adult Literacy Cost-shared Program). These workshops focus on how practitioners can engage in research activities related to their everyday practice.

Following the success of our previous training workshops, we are offering another literacy research workshop at the Executive Inn in downtown Vancouver, September 26-28, 2002. "Demystifying the Research Process" is designed for BC adult literacy practitioners with current or anticipated involvement in conducting literacy research.

Colleen Reid and I will facilitate this two and a half day workshop. The workshop will focus on the place research can play in literacy practice. Through group activities and discussions, participants will explore and learn how they can include research in their everyday practice and the potential sources of funding. As a result of the workshop, some participants may

be interested in writing a research proposal to be submitted to the Cost shared Program competition.

Space is limited and we are accepting qualified applicants primarily on a first-come, first-served basis. A few spaces are reserved for practitioners in research projects funded through this year's BC Adult Literacy Cost-shared Program.

Travel subsidies are available for a limited number of representatives from outside the Lower Mainland.

For information on applying for this workshop and for travel subsidies, visit the C2T2 web site <http://www.c2t2.ca/events> (Choose the C2T2 Events and Conferences link).

For more information on the workshop, please contact me at miniks@unixg.ubc.ca

Marina Niks has been playing the role of "research friend" since 1999, encouraging and supporting practitioners and learners in doing research.

Notice of Literacy BC Annual General Meeting

Please join us!

Friday, October 18, 2002

4:30 to 6:30 p.m.

Executive Inn
1379 Howe Street
Vancouver, BC

Guest speaker:

Audrey Thomas
Education Officer
Developmental Programs
Ministry of Advanced
Education

❖ Meet federal and provincial representatives, literacy and ABE practitioners from across BC, and the 2002-03 Literacy BC Board of Directors.

❖ Enjoy a wine and cheese reception and celebrate another successful year for literacy and learning in BC.

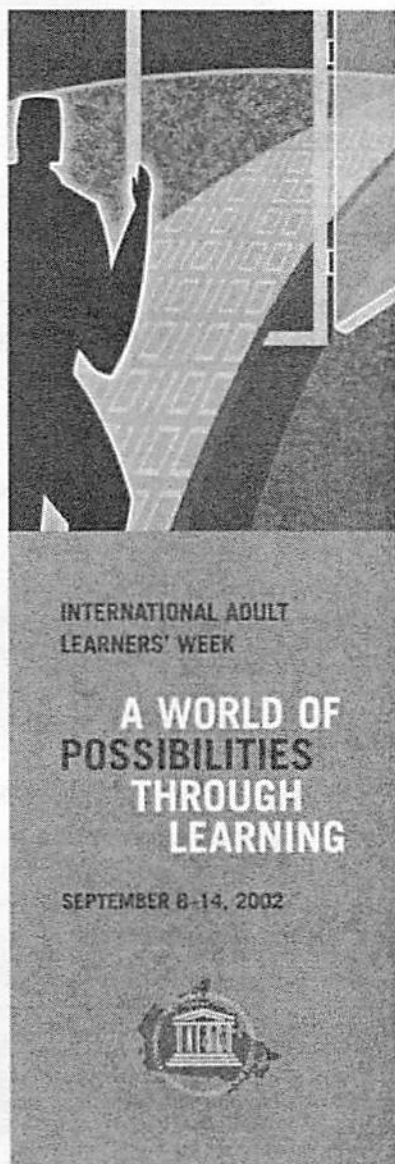
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Please RSVP by
October 7, 2002

Phone: 1-800-663-1293
Email: info@literacy.bc.ca

Celebrate International Adult Learners Week September 8 - 14

For the first time this year, Canada is participating in International Adult Learners Week (IALW). IALW was launched by Unesco in 2000. This year more than 30 countries on every continent are celebrating learning and giving a voice to adult learners.



Personal Message from the Honourable Shirley Bond, Minister of Advanced Education, British Columbia for the Official Launch of International Adult Learners' Week, September 5, 2002

It gives me great pleasure to send greetings to British Columbians - and all Canadians - participating in the 2002 International Adult Learners' Week.

This week offers us a tremendous opportunity to celebrate lifelong learning in all its different forms, and recognize its integral role in building stronger communities and a thriving society.

Education opens the door to job opportunities and helps people lead more successful and productive lives. It allows each of us to keep pace with a changing world and an increasingly knowledge-based economy.

As a government, we are committed to creating a top-notch education system for students of all ages and to ensuring that the system is as open and accessible as possible. Our vision is for all British Columbians to have access to quality education and training.

That education might include literacy and adult basic education; training in the trades or access to apprenticeships; pursuit of an advanced degree in the arts or sciences, or on-line and distance learning.

Adult Learners' Week is a time to celebrate what we have accomplished, to set goals for ourselves, and to show our support for everyone who pursues an education. In doing so, we build a better future for all of us.

www.adultlearning.unesco.ca

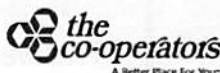


A HOLE-IN-ONE FOR LITERACY

OVER \$30,000 WAS RAISED FOR LITERACY BC AT THE 12TH ANNUAL PGI GOLF TOURNAMENT FOR LITERACY ON JULY 10. THIS BRINGS THE TOTAL FUNDS RAISED THROUGH THE VANCOUVER PGIs TO OVER \$400,000!

THANK YOU TO EVERYONE WHO HELPED MAKE THE EVENT SUCH A SUCCESS – VOLUNTEERS, GOLFERS, CELEBRITIES AND THE FOLLOWING SPONSORS.

National Sponsors



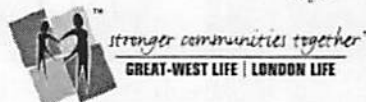
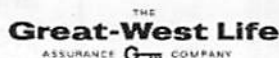
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A warm and special thank you to our host Peter Mansbridge

Tournament Contributors

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Opus Hotel Vancouver
Top Table Restaurant Group
Vancouver International Writer's Festival

The PGIs gratefully acknowledge the generous support of the National Literacy Secretariat, Human Resources Development Canada and ABC CANADA

PGI GOLF TOURNAMENT FOR LITERACY BC – JULY 10TH, 2002

Playing Golf, Celebrating Literacy, Remembering Peter Gzowski

The 2002 PGI Golf Tournament for Literacy was a great success! Once again we enjoyed fabulous weather and a great day of golf. Thanks to our many generous sponsors and golfers we raised over \$30,000, all of which will support the valuable work of Literacy BC.



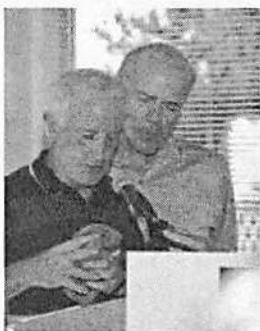
Lui Passaglia

There were many memorable hits and misses on the course this year... Peter Mansbridge narrowly missed winning the putting contest against Lui Passaglia, but Eric Beddis made the victorious putt and took the prize. Bill Chan from Encorp Pacific missed winning the Honda Hole-in-One car by less than two feet. And Dennis McClellan from Pacific Pilotage Authority, succeeded in coming closest to the pin to win the Air Canada KP Prize.

The dinner honoured not only golfers for their performance, but also people who have achieved in the field of literacy. Patrick O'Shea received the Cooperators Learner Achievement Award, presented every year to a learner who has made exceptional progress in an adult literacy program.



Tal Steinson and Patrick O'Shea



Robb Lucy and Peter Mansbridge

Off the course we enjoyed an awards dinner hosted by Peter Mansbridge and the always irreverent emcee Robb Lucy. The two provided a hilarious evening that included a lively live auction of several big-ticket items such an evening at CBC National with Peter Mansbridge and a night for six at the Sutton Place Hotel.

And Glenn Poier, of Manulife Financial was awarded the coveted Gzowski Award; presented every year to the person who demonstrates exceptional enthusiasm for both the game and the literacy cause. Glenn has been a long time supporter of literacy and has played in all 12 Vancouver PGI tournaments. We were fortunate to have Peter Gzowski's son, Mick, with us to present this award.



Glen Poier and Mick Gzowski



John MacLachlan Gray

The tournament was an opportunity to remember and celebrate the contribution Peter Gzowski made to literacy in Canada. Poet Laureate, John MacLachlan Gray, paid tribute to Peter in his poem, 'Lines Read Following the PGI Golf Tournament for Literacy, July 10th, 2002.' The following is an excerpt from this poem:

*His game he played, his life he led,
Yet who remembers what occurred?
Of what was done and what was said,
What left except the written word?
A voice is stilled, a body shed,
A mind remembered as a thought,
He is never fully dead,
As long as reading can be taught.*

*A round is played, the score is read,
A shaggy cloud flies overhead.*

This tournament would not have been possible were it not for the generosity of our many sponsors and prize contributors. Please see the facing page for a list of this year's sponsors.

- Supporting Learners
- Providing Consultation, Referral, and Resources
- Raising Public Awareness
- Coordinating Regional Literacy Networks
- Providing Training and Professional Development
- Influencing Public Policy
- Building Partnerships

THANK YOU TO OUR DONORS

Donations play a key role in helping Literacy BC promote literacy in the province, support learners and present a united voice on literacy issues. Our mission is to ensure that every British Columbian has access to the essential literacy skills they need to thrive in today's world. With the help of our generous donors, we're getting closer every day.

We sincerely thank the following individuals and organizations for their financial support:

\$500 and above

Breen Egan
Deborah Laing McPhedran
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Tracy Defoe
John Grieve
The Hydrecs Fund
Raymond Lam
Peter Podovnikoff
Casey Rovinelli

Up to \$100

Bea Berger
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Vicki Hallett
Jean Hudson
United Way of Fraser Valley
Jacqueline Webster

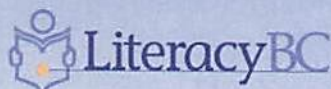
A Special Thank You to the International Association of Business Communicators!



At its recent business communications awards event in Vancouver, the International Association of Business Communicators/British Columbia Chapter (IABC/BC) held a silent auction benefiting Literacy BC. We are grateful to IABC/BC for its generous contribution of the net proceeds, over \$1500.

Thank you to all the members of IABC/BC who made this possible, and to those who gave goods and services for the auction. Your donations will help to sustain the valuable work of Literacy BC-- supporting learners, promoting literacy and providing a united voice on literacy issues in the province of BC.

We are supported by the B.C. Ministry of Advanced Education; the National Literacy Secretariat, Human Resources Development Canada; memberships and donations. Donations to Literacy BC are tax deductible. Federal Charities Number: 12846-0334-RR0001



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